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Vanttaja, Markku – Nori, Hanna – Kinnari, Heikki. 2024. Doubters of their abilities: The connection of university students' impostor syndrome to socioeconomic background, gender, and age. *The Finnish Journal of Education* 55 (3), 239–255.

The term impostor syndrome refers to a mindset in which individuals perceive themselves as less competent than they truly are. Impostors typically excel in their studies and work, garnering recognition from others, yet they themselves consider their success merely the result of giving the impression of competence. In this article, we ask the following research questions: 1. To what extent does impostor syndrome occur among Finnish university students? 2. Are some of them more prone to experiencing uncertainty about their abilities? We pay particular attention to whether the experiences of uncertainty and attitudes indicative of the impostor syndrome are related to the students' social class, gender, and age. We utilized data from a 2022 electronic survey, the sample size of which was 4994. We interpret impostor syndrome as a phenomenon related to the interplay between educational and societal demands and the habitus shaped by individual life experiences. According to the results, approximately one in four of the respondents in our survey experienced strong impostor feelings. The strongest impostor feelings were reported by some of the non-binary individuals and women, those from low-income working-class backgrounds, and the youngest students. On the other hand, the individuals aged 40 + and the students identifying themselves with an upper-class background reported the least impostor feelings. Impostor syndrome can be alleviated through individual-focused methods, with which, however, the actual problem cannot be eliminated, since impostor syndrome is more of a logical reaction to the educational demands of a society that emphasizes competition, comparison, and performance measurement.

Descriptors: age, gender, impostor syndrome, social class, university students

Korkeamäki, Johanna– Vuorento, Mirkka. 2024. Study paths, capabilities, and resources supporting education in the experiences of higher education students with learning difficulties and mental health problems. *The Finnish Journal of Education* 55 (3), 256–271.

This article explores the academic paths, hindering factors, as well as supporting resources related to studies of Finnish higher education students with learning difficulties (dyslexia) and mental health problems. The study provides new information on higher education students experiencing difficulties in their studies, the factors complicating their studies, and the resources supporting education. The theoretical framework of the study is the Capability Approach, emphasizing individuals' opportunities to choose and pursue meaningful aspects of their lives. This requires capabilities, shaped by various resources and the related individual and societal conversion factors. The data consisted of group interviews (n=3) and individual interviews (n=3) conducted with higher education students experiencing learning difficulties and mental health problems. A total of 13 students were interviewed. The data was analysed using thematic analysis. The results illustrated

the significance of higher education for the students, but also varying resources and difficulties in seeking and receiving help, both in applying to higher education studies and during them. Based on the results, more attention needs to be paid to the structures of education policy and the practices of higher education in order to support better the students in need of support.

Descriptors: accessibility, capability approach, dyslexia, disability, higher education, learning difficulties, mental health, resources

Souto, Anne-Mari – Lappalainen, Sirpa. 2024. Distancing, navigation and pressure to be successful: An intersectional analysis of young people facing racialisation on their pathways to university. *The Finnish Journal of Education* 55 (3), 272–287.

In this article, we examine the educational paths to university of young people who face racialisation in their everyday lives and ask what resources and social relationships have been relevant to their educational paths to university. Our data consisted of interviews with 16 university students who studied in study programs that were run in Finnish and had encountered racialisation, i.e. ending up constantly outside of white Finnishness. Based on thematic analysis, we constructed type stories of the interviewees' educational paths, which we then analysed with an intersectional approach. All interviewees had made some kind of detachment in order to fulfil their educational dreams, which had meant e.g. applying to a secondary school outside their own neighbourhood or distancing from young people whose company would have strengthened their associations with non-whiteness. Moreover, access to university seemed to require on the one hand the acquisition of resources that are considered middle-class, on the other persistence that had even to be turned into a necessity for success that was recognized among racialized minorities. Our study challenges the notion of an egalitarian and meritocratic education system, making visible the ways in which it continues to favour middle-class white Finnishness despite its efforts to promote equality and equity.

Descriptors: educational choices, higher education, intersectionality, racialisation, resources, transitions

Zacheus, Tuomas – Mäkinen, Viivi – Lyons, Minna. 2024. Higher education students' intervention in inappropriate treatment due to ethnic background: A bystanders' perspective. *The Finnish Journal of Education* 55 (3), 288–302.

This article examines inappropriate treatment due to ethnic background in Finnish higher education institutions, the prevalence of intervention by bystanders, and the factors that are connected to the intervention of inappropriate treatment. The data was collected with a survey, and responses from 870 students of Finnish higher education institutions were received. Intervening in inappropriate treatment based on ethnic background and seeing other bystanders intervene in inappropriate treatment were uncommon in Finnish higher education institutions. The students belonging to ethnic minorities intervened more often in inappropriate treatment than those belonging to the ethnic majority. The students who had been treated inappropriately by other students, teachers or other university staff due their ethnic background reacted more often to inappropriate treatment than those who had not been treated inappropriately. Linear regression analysis of the data indicated four explanatory variables that predicted intervention. Seeing that someone else had reacted to inappropriate treatment was the best predictor of intervention. Other predictors of bystander activity were the number of fellow students who had been found to be treated inappropriately, the expectations set by friends and close fellow students regarding intervention in inappropriate treatment, and the amount of interaction with people other than those belonging to one's own ethnic group. Based on the results, it is possible to build intervention models that increase bystander activity in higher education.

Descriptors: bystander, discrimination, higher education, students, racism, university

Immonen, Jarkko. 2024. A cruelly optimistic model story in Finnish universities' international student marketing. *The Finnish Journal of Education* 55 (3), 303–318.

In this article, I examine personal student and alumni stories that Finnish universities use in their international student marketing in the contexts of story economy and internationalisation of higher education (HE). I utilize the theoretical concepts of the exemplum and the model story. The data (42 personal stories) was gathered from the websites and the Instagram and Facebook accounts of five Finnish universities. I ask the following research questions: What kind of model stories are construed in the material? How do they relate to neoliberal ideals about studenthood, employability and that of the good immigrant? In the material, one model story was construed. There was no story world disruption and getting employed in Finland was the story's happy ending. The universities thus convey cruel optimism in how they paint idealized vistas about the transitions between education and the working life for international HE students while also presenting only parts of the Finnish society as open for them to interact with. The model story also reproduced the discriminatory ideal of the good immigrant as well as perceptions about HE as a commodified service and customer-students as passive recipients of HE. The results increase understanding of the ethical aspects of the universities' student marketing and have practical implications for the development of more ethical student marketing practices.

Descriptors: equality, international students, story economy, student marketing, university